RECOGNITION OF FOREIGN CREDENTIALS: A SURVEY OF RECENT COMMUNITY-BASED AND RESEARCH PROJECTS (C. 1995-2001) FUNDED BY THE MULTICULTURALISM PROGRAM, DEPARTMENT OF CANADIAN HERITAGE

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DISCUSSION PAPER
October 2001

Reference: SRA-586-e

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105-02678/

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Recognition of Foreign Credentials: A Survey of Recent Community-based and Research Projects (c. 1995-2001) Funded by the Multiculturalism Program, Department of Canadian Heritage

Executive Summary

Immigrants with professional training and credentials earned in other countries frequently encounter obstacles to having their qualifications recognized in order to work in their professions in Canada. Through the Multiculturalism Program, the Department of Canadian Heritage has supported a variety of projects that identify the pervasiveness of the problems for immigrants and that seek solutions involving major stakeholders such as professional associations and governments, individuals and representative organizations. Since the early 1990s the Program has funded some thirty-three projects pertaining specifically to foreign accreditation issues. This report summarizes more recently funded (c.1995-2001) activities of national, provincial, and community-based organizations as well as academic and organizational research projects (based on availability). Reports were considered in terms of the diversity of participants and their approaches in addressing issues of foreign accreditation; major issues and key findings from the reports; proposed initiatives and recommendations identified by participants, and in some instances, 'best practices' that could be adopted on a wider scale.

The reports reveal common impediments that arise in the processes of accessing appropriate academic or professional institutions in order to obtain an assessment of equivalency of education, training, and work experience. Barriers of language and access to information, perceived discrimination, gatekeepers at the professional level, financial burden, and retraining requirements are among many issues that individuals have experienced in seeking employment in fields for which they have been trained outside Canada. Moreover, a common theme emerges–that problems encountered at the institutional level have profound negative consequences at the individual level. Overall, these various projects reflect the increasing awareness among academic institutions, professional and licensing organizations, and governments, of the pervasiveness of accreditation issues and related problems with which immigrants to Canada must contend. National and community-based organizations are seeking solutions in a variety of social, cultural, and political fora. A shared objective is the development of accreditation policies, tools, and applications based on fairness, accessibility, equality and economic benefit.

Issues pertaining to accreditation are not isolated by region, profession, or gender. Numerous initiatives and recommendations proposed by participants in the various projects illustrate the importance of establishing greater collaboration among all stakeholders and improving accessibility to timely, accurate, fair, and applicable evaluative processes. They also suggest the need to consider national standards for professional accreditation processes. Further research is warranted to determine, for example, the effectiveness of particular services in assessing credentials, and in developing useful data to support strategies for improvement.

Recognition of Foreign Credentials: A Survey of Recent Community-based and Research Projects (c. 1995-2001) Funded by the Multiculturalism Program, Department of Canadian Heritage

Introduction

Immigrants with professional training and credentials earned in other countries frequently encounter obstacles to having their qualifications recognized in order to work in their professions in Canada. Through the Multiculturalism Program, the Department of Canadian Heritage has supported a variety of community and research projects that have identified the pervasiveness of the problems for immigrants and that are seeking solutions involving major stakeholders such as professional associations and governments. The Program has funded some thirty-three projects pertaining to foreign accreditation issues since the early 1990s. An annotated list of these projects is attached as Appendix A.

Undertaken for the Multiculturalism Branch, this report establishes an inventory of recent (c. 1995-2001) community-based and research projects on various aspects and issues pertaining to recognition of foreign credentials through the Multiculturalism Program. Although a number of the pre-1995 project reports were not accessible, some of the later projects document activities that built upon earlier efforts.[1] As this report was concluded in mid-2001, some projects funded after that date to 2002 may not be reflected. It should be noted that the Multiculturalism Program guidelines were amended in 1997 and projects would have been approved according to guidelines in place at the time of submission. For purposes of this report, projects were considered primarily in terms of their respective participants, activities and results. It does not intend to convey an evaluation of projects in terms of Program guidelines. Thus, the summaries that follow identify:

- the diversity of participants and approaches in addressing issues of foreign accreditation;
- major issues and findings determined by participants;
- proposed initiatives for future action identified by participants; and in some instances,
- 'best practices' that could be adopted on a wider scale.

Participants and Approaches

A variety of national and provincial organizations received support from the Program to study barriers to accreditation. Some represent specific professions, such as the Association of Foreign Medical Professionals of Manitoba. The Alberta/Northwest Territories Network of Immigrant Women participated with other partners in a study of unlicenced foreign-graduate physicians in Alberta. Other groups act on behalf of immigrant women, such as the National Organization of Immigrant and Visible Minority Women in Canada (NOIVMWC), and the Indo-Canadian Women's Association, which is currently assisting medical professionals although it has previously worked with other professionals and trades people. Some organizations, such as the Open Learning Agency in B.C., are engaged in finding improved mechanisms for evaluating foreign credentials as well as those obtained elsewhere in Canada.

Other organizations act on behalf of specific cultural communities, for example, the National Council of Canadian Filipino Associations (Greater Toronto Area). Community-based

[1] As project files are not normally retained for more than seven years, those completed in the early part of the 1990's were generally not accessible.

organizations such as the Centre for Research and Education in Human Services, and Skills for Change, both located in Ontario, collaborated to analyze the economic contributions of foreign-trained immigrants to Canada. Academic researchers also received support through the Multiculturalism Program to study the broader social and economic implications of barriers to inclusion resulting from non-recognition of foreign credentials.

A limited number of professions and trades were targeted specifically for study in particular projects. These included medicine, nursing, teaching, social work, engineering, accounting, information technology, and mechanics. Surveys of specific professions--for example, unlicenced international medical graduates--are continuing in Alberta and Manitoba. Other focus groups participated in telephone interviews and/or written surveys, exposing areas where weaknesses are apparent. An extensive range of project activities included regional consultations and a national roundtable to bring together stakeholders interested in accreditation issues, including professional associations and provincial governments. Among the participants were representatives of professional associations, licensing bodies, educational (post-secondary) institutions, prospective employers, federal and provincial governments. Many individuals cited personal experiences in attesting to specific difficulties encountered in the processes of seeking to have their professional qualifications validated and securing appropriate employment.

In Canada, professions governed by licensing and/or self-regulating bodies require applicants to undergo a lengthy process of certification that may include retraining and educational upgrading in order to qualify for professional status. Citizenship and Immigration Canada offers information pertaining to educational assessment for prospective immigrants on its website.[2] The Public Service Commission of Canada lists a number of agencies such as the International Credential Evaluation Service[3] that offer assessment services for a fee.[4] Organizations such as the Canadian Information Centre for International Credentials[5] (CICIC), established in 1991 through the Council of Ministers of Education of Canada, facilitate access to information or services for persons seeking to have their educational, professional, and occupational credentials assessed. Further research could determine how extensively and efficiently these services are utilized.

Issues and Findings

Collectively, the reports reveal that issues pertaining to accreditation are rooted in systemic inefficiencies that have significant human consequences for both men and women. Many individuals cited impediments that arise in the processes of *accessing* appropriate academic or professional institutions in order to obtain an assessment of equivalency of education, training, and work experience. Examples include:

- inefficient methods of disseminating information about assessment processes to prospective immigrants with foreign professional training, particularly prior to immigrating to Canada or at obvious resource sites such as Immigration offices upon arrival in Canada;
- lengthy and costly institutional accreditation processes and barriers;
- lack of uniformity among provincial and national bodies in accreditation processes;

2 Citizenship and Immigration Canada. "Fact Sheet: International Educational Assessment Services in Canada". Online: http://www.cic.gc.ca/english/immigr/fseduc_e.html

3 International Credential Evaluation Service. Online: http://www.ola.bc.ca/ices/

4 "Questions Concerning Foreign Education Credentials Assessment", Public Service Commission of Canada. Online: http://jobs.gc.ca/menu/help_foreign_ed_e.htm

5 Canadian Information Centre for International Credentials. Online: http://www.cicic.ca/

- language barriers in testing requirements;
- perceived discrimination in evaluating training and work credentials, and prospective applicants or employees;
- lack of accessibility to evaluation criteria or specific information pertaining to results, particularly when a result is negative;
- lack of appeal mechanisms; and
- lack of re-training or 'bridging' opportunities for people who completed part of their training or education in another country (NOIVMWC 2001).

While these barriers were recounted by men and women alike, a 1987 study by Trovato and Grindstaff points out that barriers may have a greater impact on the potential success of women immigrants. The study reports that "women who come to Canada as adults are twice as likely as Canadian-born women to have some university training, yet they are less likely to hold professional jobs once in Canada" (NOIVMWC Case Studies 1998-99, 4). Moreover, suggests NOIVMWC, many immigrant women arriving in Canada face further difficulties in obtaining access to information on the processes of recognition and accreditation and available support, perceived institutional and attitudinal barriers, and difficulties in securing adequate childcare. As a result, these women are finding work for which they may be overqualified, or alternatively are failing to find employment or to secure appropriate assistance in order to pursue necessary retraining in order to qualify for accreditation (NOIVMWC Activity Report, 28 Feb 2001).

A common theme emerging from these community and research projects is that problems encountered at the institutional level have profound consequences at the individual level. This was the conclusion of Li Zong, a researcher at the University of Saskatchewan, in his recent study of the experiences of Chinese professionals seeking to immigrate to Canada. Zong found that "systemic barriers such as devaluation of foreign credentials and non-recognition of foreign work experience are important factors that contribute to occupational disadvantages for foreign-trained Chinese immigrants....[I]ndividual barriers cannot be seen in isolation from social conditions and structural arrangements" (Zong 2000, 1-2). Other projects reflected these perspectives (c.f. those of NOIVMWC, AB/NWT-NIW[6]). While it has been acknowledged that immigrants coming to Canada provide a net economic benefit, the under-utilization of skilled immigrants has consequent 'human costs' that are manifested in a "sense of powerlessness and a loss of self-esteem" (Centre for Research and Education in Human Services/Skills for Change 1998, 14).

Initiatives Identified by Participants for Future Action

Overall, these various projects reflect the increasing awareness among academic institutions, professional and licensing organizations, and governments of the pervasiveness of accreditation issues. Diverse organizations are seeking solutions in a variety of social, cultural, and political fora. Shared objectives are the development of accreditation policies, tools, and applications based on fairness, accessibility, equality and economic benefit.

Proposed areas for specific action have been identified by many groups. These involve:

- developing partnerships with provincial co-ordinating bodies to accommodate and orient foreign candidates;
- enhancing information-sharing by establishing a detailed website for networking and providing information on licensing requirements, linkages to regulatory bodies,

[6] Alberta Northwest Territories Network of Immigrant Women (AB/NWT-NIW)

government departments and agencies;
- building educational capacity through workshops with specific professions and foreign-trained professionals;
- developing discipline-specific information booklets for potential applicants in originating countries;
- providing a 1-800-helpline for different categories of applicants, including special attention to refugees without home documentation;
- hiring a provincial ombudsperson for professions; and
- developing appropriate economic indicators for measuring targeted and actual employment levels of immigrants based on professional training and credentials.

Conclusion

From these reports, it is apparent that issues pertaining to accreditation are not isolated by region, profession, or gender. The numerous proposals for further action consolidated from available projects illustrate the importance of establishing greater collaboration among all stakeholders and the need to improve accessibility to timely, accurate, fair, and applicable evaluative processes. Further research is warranted to determine, for example, the effectiveness of particular services in assessing credentials, and in developing useful data to support strategies for improvement. Determining the practical timeframe for implementing particular proposals may be a difficult process in light of the natural tendency of some professional associations to limit their membership.

PROJECT SUMMARIES[7]

National Organization of Immigrant and Visible Minority Women of Canada (NOIVMWC) a non-profit, non-partisan, non-sectarian national organization whose major roles are researcher, advocate and facilitator on behalf of immigrant community needs and assisting immigrants in the process of integrating into Canadian society (Activity Report, Feb/01). Three projects specifically related to accreditation are reviewed:

1. **NOIVMWC**: *Recognition and Accreditation of Foreign Qualifications – Finding a Solution*, "Activity Report", 28 February 2001.

Community Project (NCR) 1999-2001

Description

This multi-activity project originated in 1995 and culminated in 2000 in nine provincial roundtable consultations with accreditation bodies, followed by a national roundtable to bring together federal and provincial stakeholders to review strategies to address issues affecting foreign accreditation in three professions: social work, teaching and nursing. The overall objective has been to find solutions which would reduce the major barriers in the accreditation of foreign qualifications and to address problems related to accreditation faced by foreign trained professionals, especially women, in gaining full and fair access to the Canadian labour market. Social work, teaching and nursing professions were chosen because they are highly regulated and employ a significant number of women.

Activities

Securing recognition of foreign credentials is a multi-faceted issue with implications for many – including immigrant women and women from visible minority groups. Since its inception in 1981, NOIVMWC has taken a progressively integrated approach to address various components of the accreditation issue.

1. In the early 1990s the group's work focused on gathering information on the experiences and problems encountered by immigrant women who sought recognition of their credentials, through a national survey (conducted in 1995), a conference workshop (1997), and case studies in the three professions (1998-99).

2. Foreign accreditation was targeted specifically in a 1995 national survey conducted by NOIVMWC to gather experiences of immigrant women and the accreditation process. The results identified problems and obstacles immigrant women face, including
   - lack of information available when applying for residence status;
   - organizations that lack adequate resources to assess foreign credentials in Canadian standards;
   - foreign training procedures may not be well documented;
   - as a result, immigrants may be required to repeat their training in Canada (Activity Report, 28 Feb 01).

3. Workshops at NOVIMWC's 1997 Biennial General Conference, "Preserving the Past, Shaping the Future", informed the design of an accreditation action plan and

[7] All information unless otherwise noted is derived from the report cited.

recommendations to various levels of government, licensing bodies and employers and helped to advance the goals of the Accreditation Project (Activity Report, Feb 01).

4. In 1998, NOIVMWC sent questionnaires to the professional associations who are involved in evaluating foreign credentials in Nursing, Teaching and Social Work to gather information on accreditation mechanisms. The survey results identified a number of barriers impeding immigrant women in translating their foreign credentials and professional skills into suitable employment in Canada, including the following:
   - scant information provided on the result of the assessment or on practical information to applicants;
   - lack of uniformity among provinces;
   - lack of streamlined accreditation system; and,
   - lack of clear information on cost and length of evaluation time.

   According to NOIVMWC, the results demonstrated that a large pool of professional skills was not being utilized in Canadian society (Activity Report, 28 Feb 01).

5. NOIVMWC conducted a series of Provincial and National Roundtable Meetings in August, 2000. Provincial meetings were concluded in British Columbia, Alberta, Manitoba, and Newfoundland. The meetings brought together professional organizations, licensing and regulatory bodies, organizations serving immigrant and visible minority women's groups, employers, educational institutions, and federal and provincial governments. Among the intended outcomes of the Roundtable Meetings was the creation of Provincial Advisory Committees (PACs) that included representation by women from immigrant and visible minority groups as well as women with expertise in the issue of recognition and accreditation of foreign qualifications. The PACs liaised between their communities and the "Finding a Solution" project to promote information exchange and collaboration, and monitor and support the timely implementation of project activities.

   The Provincial Roundtables examined the process of accreditation, explored barriers and impacts, and suggested new approaches to alleviating barriers and increasing immigrant women's access to professions. This resulted in a significant body of information that could be utilized to develop 'solutions for change'.

6. NOIVMWC's more recent initiatives – including the roundtables held provincially and nationally in 2000 – have been more extensive and multilateral, directed toward:
   - *raising awareness* among stakeholders of the difficulties of the accreditation process;
   - *resuming dialogue* among those involved in the entire process;
   - *reducing major barriers* that immigrant women face without compromising Canadian institutional standards; and
   - *implementing an advocacy strategy* to encourage change in attitudes; enhance information sharing between domestic agencies; broaden understanding of foreign education systems, regulated and non-regulated professions; explore policy options to allow foreign-trained immigrants the opportunity to demonstrate competency in their fields; and seek input from immigrants during policy implementation.

   Since the process of accreditation of foreign qualifications is a four-way relationship among educational (post-secondary institutions), different levels of government (mainly provincial) , professional/self-regulating bodies, and employers, NOIVMWC argues that an effective advocacy strategy must include all of these stakeholders.

Key issues/findings

The Activity Report identifies a number of common barriers and experiences encountered by immigrant women in achieving accreditation in each of the three professions. They include:

- barriers to adequate information about registration processes and available support -- resources that do exist are not well known or accessible to those who would utilize them;
- language barriers – passing examinations very difficult if one does not understand English;
- financial barriers – immigrant women may be unable to afford to pursue accreditation; fees for Test for Spoken English and Test of English as a Foreign Language are high;
- no uniform standards for recognition and accreditation of credentials;
- no national body responsible for the recognition of foreign degrees, professional accreditation and licensing;
- Canadian professional associations often lack the necessary information to evaluate foreign education systems and work experience equivalencies;
- no uniform provincial or national standards for entry-to-practice criteria, nor are they readily accessible for many professions;
- lack of re-training or 'bridging' opportunities for people who have completed part of their training in another country;
- discrimination related to gender and race, and speaking with a 'non-Canadian' accent;
- accreditation process is long and expensive and may involve retraining and educational upgrading;
- lack of documentation to substantiate education and experience for refugees;
- examination format may be unfamiliar to the applicant (e.g. multiple choice);
- applicants may be intimidated by the process or the regulatory body or fail to seek timely advice from registrars which would assist them in working through the process;
- immigrant women with children may be unable financially to stay out of the labour market for the time it takes to pursue accreditation;
- many non-Canadian accredited professionals find themselves unemployed, on social assistance, or taking low paying jobs which are unrelated to their knowledge and skills and for which they may be over-qualified--e.g., doctors taking orderly positions, nurses employed as cleaning women;
- the loss of the ability to practice one's profession can generate social, economic and psychological problems;
- women face many more barriers and difficulties related to accreditation than men, particularly with respect to child care, work experience, language training, and obtaining information.

NOIVMWC's Report suggests that systemic racism pervades unnecessarily complex procedures to gain foreign accreditation and access to the Canadian labour market. This view is held by some immigrant advocates or has been the experience of some professionally trained immigrants in circumstances where institutions fail to recognize credentials of foreign-trained professionals or when professional organizations act as gatekeepers to impede or exclude professional immigrants from practicing their professions in Canada. In addition, the Report argues that those whose education, training, and work experience was acquired outside may be denied fair treatment and assessment by Canadian professional associations and licensing bodies who assert that they have the right to ensure that potential members meet educational and training requirements set out in their regulations, particularly for public safety and confidence.

Proposed Initiatives and Recommendations:
The Activity Report outlines specific recommendations arising from the Roundtables. These meetings were also viewed as an opportunity to make new contacts in the community and should not only be continued, but also extended to engage other professions. An important message that could be conveyed on a broader scale is recognizing the value of different cultural backgrounds and experience in enriching professions. Initiatives that NOIVMWC and other immigrant-serving agencies and advocacy groups could undertake included;

- lobbying federal and provincial governments to produce resource materials on each profession's requirements for upgrading and retraining for dissemination to new immigrants by the agencies, on databases, through the Internet, or a 1-800 telephone number;
- partnering and collaborating with accrediting professional associations to develop competency assessment tools and levels;
- supporting and communicating with new immigrants, including working at the community level in the country of origin;
- collaborating with educational institutions to determine equivalencies in training;
- addressing the language barrier by making profession-specific ESL classes available for immigrants;
- assisting with financial hardship, e.g., investigating working with professional bodies to act as guarantor for newcomers to obtain loans to support accreditation process;
- researching current policies to determine their reasonableness or limitations;
- standardizing recognition and accreditation processes across Canada of foreign qualifications in the professions of nursing, teaching and social work;
- encouraging certifying organizations to participate in ongoing information orientations for newcomers;
- developing provincial systems for accommodating and orienting foreign candidates. For example, the Manitoba Social Work Association developed a brochure outlining how newcomers can approach them for information regarding social work registration. The B.C. Government's website has links to organizations such as the Canadian Information Centre for International Credentials and the International Credential Evaluation Service.

New Initiatives in Foreign Accreditation
The Activity Report cites a number of initiatives currently being advanced at provincial levels to assist immigrants in the accreditation process. Among them are:

British Columbia:

- The New Canadian Teacher Education Program, a full year course of study and teaching practice for teachers from other countries who wish to gain teacher certification in British Columbia. The NewCanTEP have been put forward for funding from the Ministry of Education and the proposal has received strong support from the British Columbia College of Teachers.[8]
- The B.C. Ministry of Multiculturalism and Immigration is coordinating a working group on Access to the Health Professions for Skilled Foreign-trained Workers. The working group includes representatives from government, trainers, health-care employers, regulatory bodies, unions, colleges, the Open Learning Agency (OLA), and immigrant serving agencies, including the Vancouver Society of Immigrant and Visible Minority Women. The working group has produced an Action and Accountability Plan.

[8] Simon Fraser University online: http://www.educ.sfu.ca/home/three_year.html

- The Open Learning Agency is developing a proposal for a transition program for foreign-trained nurses who wish to practice in B.C.

Manitoba:

- An alternative approach is to de-emphasize qualifications and consider competency-based measurements. In Manitoba, a provincial Recognition Assessment Assistance Program contributes up to $750 toward assessment costs. Full-time private sector employers are provided wage subsidies for employees with foreign qualifications.

NOIVMWC's recent activities (1999-2001) included regional consultations and a national roundtable to bring together stakeholders interested in accreditation issues, including professional associations, academic institutions, and provincial governments who play important roles in the accreditation process. Results achieved include a higher awareness of specific issues, stakeholder involvement in seeking solutions, and dialogue among groups. HRDC is planning a major national conference in October 2001. NOIVMWC has played a key role in this process and is planning another accreditation project with Multiculturalism funding which should have some relevance to and linkage to ongoing or new initiatives by HRDC and CIC (Multiculturalism Program, Project Completion Report, March 2001).

2. **NOIVMWC**: *Recognition and Accreditation of Foreign Qualifications: Case Studies of the Nursing, Teaching and Social Work Professions*, "Case Studies", 1999.

Community Project (NCR) 1998-99

Description
In 1998, NOIVMWC sent questionnaires to the professional associations who are involved in evaluating foreign credentials in nursing, teaching and social work to gather information on accreditation mechanisms. Project objectives included the development of recommendations to address and eliminate barriers faced by immigrant professionals, particularly women, in gaining accreditation of foreign credentials. In addition, NOIVMWC sought to lay groundwork for future consultations with all stakeholders, as noted in the preceding project summary. It also sought to develop and disseminate information to the immigrant community and relevant stakeholders on the process of foreign accreditation.

Activities
The questionnaire collected information on the accreditation processes of three professions: nursing, teaching and social work. NOIVMWC points out that the questionnaire was an opinion survey rather than a scientific or statistical representation of stakeholders' views. The questionnaire was sent to professional associations, teachers and nursing colleges and provincial government departments involved in evaluating foreign credentials. Twenty-eight responses were received out of 150 distributed. Professions were evaluated in terms of the process of credential evaluation, general requirements for accreditation, and access to information available to the applicant.

Key Issues/Findings
The survey identified these areas for further action:

- Accessibility and availability of information on licensing and certification services for immigrants;
- Professional associations, licensing bodies, provincial and federal government departments, and community groups such as NOIVMWC, should produce information on the various accreditation processes and ensure its availability in appropriate locations – community organizations, educational institutions—as well as countries of origin at Canadian immigration offices abroad.
- Need for assistance with funding and costs of application services, obtaining relevant documentation, examinations, and educational costs;
- Limited knowledge of specific barriers faced by immigrants and particularly immigrant women, including financial hardships and childcare costs;
- Cooperation/joint partnerships with stakeholders—particularly government departments, community-wide organizations, and professional associations and licensing bodies--to address issues, discuss policy changes, and initiate information gathering, research, and production of relevant documents to further assist applicants and all relevant licensing bodies;
- Community consultation to ensure effective and accessible services to the immigrant community while upholding Canadian standards in the professions;
- Research on networking systems/resource bank where organizations can share information and which can be utilized by concerned members.

Proposed Initiatives/Recommendations

- Develop a community information center to provide information on assessment of foreign credentials, in a language level accessible by immigrants;
- Promote provincial and federal government initiatives to develop and establish funding schedules to ensure equal access to educational and training funds and the assessment process;
- NOIVMWC should co-ordinate further consultation among all participants and interested parties in foreign credential recognition;
- Continue to develop research and information on foreign accreditation to share with NOIVMWC membership, government bodies and other stakeholders.

3. **NOIVMWC**: *A Survey of Immigrant and Visible Minority Women on the Issue of Recognition of Foreign Credentials*, "Survey", 1996.

Community Project (NCR) 1995-96

Description
In 1995, NOIVMWC conducted a national survey to gather inputs and suggestions based on the experiences of immigrant women with the accreditation process. The survey sought to identify barriers to recognition of foreign credentials based on the respondent's personal experience; to gather input on the accreditation process; to understand immigrant women's reactions and adjustments to the process; to determine availability and appropriateness of the existing process; and to develop strategies to request governments to address the problems.

Activities
The survey was distributed to approximately 2,500 immigrant women across Canada through NOIVMWC's member associations. Of these, 274 surveys were returned and were used to produce the report.

Key Issues/Findings
NOIVMWC's Activity Report (28 Feb 2001) incorporates the survey's results, noting particularly the problems and obstacles many immigrant women face in translating their foreign credentials and professional skills into suitable employment in Canada. These included:

- lack of information available when applying for resident status, both on the result of the assessment, or on practical information to applicants about the accreditation process;
- lack of streamlined accreditation system or of uniformity of evaluation standards among provinces;
- organizations lack adequate resources to assess foreign credentials in Canadian standards;
- lack of clear information on cost and length of evaluation time;
- foreign training procedures may not be well documented so immigrants may be required to repeat their training in Canada (Activity Report 2001, 3);
- in non-regulated occupations, lack of formal processes to evaluate previous work experience and education can lead to arbitrary hiring decisions and open the possibility for discrimination by employers, ostensibly based on a lack of Canadian credentials. The survey noted, however, that "some respondents did feel that they were being unfairly evaluated because of the colour of their skin" (Survey 1996, 3).

Almost half the respondents (48%) had acquired a university undergraduate degree or diploma from their country of origin. More than half (56%) had been employed in managerial or professional positions in their country of origin. Thirty percent indicated that they had some postgraduate education and/or professional qualification(s) (Survey 1996, 6). The survey noted that women with university education and/or professional qualifications may be more likely to realize the importance of pursuing accreditation in order to secure employment in their profession once in Canada (Survey, 15). According to NOIVMWC, the results demonstrate that a large pool of professional skills is not being utilized in Canadian society (Activity Report 2001).

Proposed Initiatives/Recommendations

The survey results yielded these recommendations:

- Timely, relevant information:
  - The immigration process should include the provision of timely, accurate and relevant accreditation information to enable prospective applicants to make informed decisions and take appropriate steps toward having their credentials recognized; and,
  - Such information could include required documentation by licensing bodies, job descriptions, certificates, course descriptions, training specifications, names of appropriate officials abroad to contact for further assistance or
- Value of foreign work experience should be acknowledged by employers and licensing bodies;
- Co-ordinated efforts by private and public agencies brokering information on foreign credentials to enhance the reliability and consistency of information being provided to immigrants;
- Fairness in the accreditation process, with results provided in a timely manner and with an opportunity for applicants to discuss or appeal the results with appropriate officials;
- Develop an electronic filing system through which a central agency can evaluate educational qualifications of foreign students contemplating immigration;
- Allocate resources to ensure that affordable childcare is available to immigrant women who seek to upgrade skills or education pertaining to foreign credentials (Survey, 28).

Indo-Canadian Women's Association (ICWA): *Influencing Institutional Change*
(Preliminary project summary available as project continues until August 2001)

Community Project (Alberta) 1999-2000

Description
An institutional development project with foreign qualified physicians and local health agencies. ICWA provides specific services to two groups of clients whose needs are not being met by existing programs, who have been unable to find work commensurate with their existing qualifications and, as a result, have not integrated into the community. The first group includes those who have been in Canada for less than three years; those in the second group have been here longer than three years. From 1999 to August 2000, the project included clients from a number of professions including physicians, engineers, IT (information technology) professionals, scientists, and pharmacists. Since September 2000, the project has focused on international medical graduates. At present, clients number about 120, of whom 65 are physicians.

Activities
Specific areas of activity have included:

- ensuring that professional bodies/employers and institutions recognize foreign qualifications and the value of a diverse work force by raising awareness and building community support in tandem with the business sector, and ensuring issues are covered by media;
- focus groups with professional immigrants that include guest speakers, both employers and registrars of professional bodies and agencies health authorities and professionals, and opportunities to raise experiences, issues and obstacles in becoming licensed to practice their profession in Canada;
- health and technical Job Fairs to encourage networking and expose professionals to recruiters and employers;
- participation in the International Medical Graduates Survey 2000 to obtain numbers of physicians in Alberta and their issues for Alberta Health Workforce Planning;
- regular workshops for professionals to assist with CVs, covering letters, interviewing and presentation skills and ongoing communication to provide information on examinations, registrations, TOEFL (Test of English as a Foreign Language) and job leads;
- regular contact with Alberta Health workforce planning and College of Physicians and Surgeons both in Alberta and the national body in Ottawa to encourage new initiatives for licensing and relaxing of licensing procedures to ensure foreign physicians become eligible for license;
- meeting with the Minister of Health to ensure issues are addressed and IMGs become recognized as an entity, so that they can practice their profession in Alberta;
- provincial and national collaboration with other organisations undertaking similar projects.

Key Issues/Findings
The preliminary project summary indicates these outcomes that can be *attributed*[9] to the organisation's activities:

[9] Rashmi Joshee, Program Manager PCH, cautioned that "the results achieved by the project as listed by the organization are attributed to the project --not a direct result of the project – it is really hard to make that link" (e-mail correspondence Joshee/Smith 05/09/2001).

- 8 dedicated family practise seats for foreign physicians starting May 1, 2001;
- 11 clinical assistant or hospitalist positions;12 RPAP positions (Rural Physician Action Programme);
- an undertaking from the Minister of Health that the family practise seats will be increased for the 2002 intake;
- an assessment and fast-track training programme for foreign trained specialists to enable them to practise as specialists;
- public awareness and sympathy and some commitment from employers to give foreign professionals a chance;
- increased awareness and value for diversity in the work force and community;
- thus far (for 2001) 28 letters of support for residencies have been issued by Alberta Health for Canadian IMGs.

Proposed Initiatives/Recommendations
Preliminary project summary does not include recommendations.

Association of Foreign Medical Graduates of Manitoba (AFMGM) (Winnipeg): *Designing and Implementing a Comprehensive Action Plan for the Integration of IMGs into the Medical Profession in Manitoba,* (Summary only available) 2001.

Community Project (Manitoba) 2000-01

Description

This two-fold project offers support to IMGs (International Medical Graduates) seeking re-entry to practice in Manitoba. First, this project addresses training needs of foreign-trained doctors by providing a comprehensive exam preparation program and coordination of observation opportunities with licensed Canadian practitioners. Second, this project will document social, economic costs which are a result of the struggle of foreign-trained medical professionals seeking re-entry into their professions in Manitoba. In addition to the macro-economic costs to Canada that are estimated to be in the hundreds of millions annually, the social costs, such as race relations tensions, human rights complaints, and reduced social cohesion, are also well-documented. Since their establishment in 1992, the Association of Foreign Medical Graduates in Manitoba (AFMGM) has met with some success in addressing a number of these issues.

Activities

Funding for this project included the cost of sending two Association members to Toronto to participate in a national gathering to be held in October in Toronto. The proponents have submitted a proposal to deliver a presentation at "Shaping the Future: Qualification Recognition in the 21st Century", a national conference on inter-provincial labour mobility and foreign credential recognition.

Activities relating to training needs include:

- coordination of study groups and examination preparation sessions for members taking required exams;
- networking activities with similar organizations in other provinces to effect systemic changes in treatment of foreign trained doctors and other professionals as they attempt to enter their professions in Canada. AFMGM has initiated meetings with representatives from Ontario and Alberta.

Other core activities (reported in a preliminary project summary dated April 19, 2001) include mediating with The College of Physicians and Surgeons, Manitoba Health, the Faculty of Medicine of the University of Manitoba, and the Manitoba Human Rights Commission, in the following areas:

- to secure access to and delivery of appropriate training positions with opportunities for learning current practices in medicine in Manitoba, including training in systemic knowledge and skills required by those within the health delivery system;
- to eliminate the two-tiered system practiced by the Canadian Residency Matching Service (CaRMS) in the assignment of residency positions in Manitoba;
- to end the preferred status of licensing doctors from white commonwealth countries and the United States, or extending the same privileges to other foreign-trained doctors;
- to encourage the Faculty of Medicine, University of Manitoba, to undertake the design of appropriate programs for foreign-trained doctors to upgrade their skills to Canadian standards where necessary; and
- to open up alternative routes for different skills levels to licensing outlined in the "Blue Sky" proposal -- a comprehensive position paper and action plan for the training and

integration of International Medical Graduates (IMGs) -- in order to recognize the special qualifications of foreign-trained doctors.

AFMGM is also working to disseminate information to its general membership and the public through electronic media, bi-monthly newsletters and general membership meetings. It has also employed a media specialist to ensure that the issues of foreign-trained doctors and their potential contribution to solutions to health care problems in Manitoba are raised in public fora.

Key Issues/Findings

- International Medical Graduates (IMGs) facing medical examinations in Canada require numerous supports including textbooks, samples of exams, study sessions and opportunities to observe practicing physicians in the performance of duties in clinical settings.
- Licensing requirements, restricted access to internships, lack of information on the licensing process, access to exam preparation classes and specialized language training are only some of the systemic barriers faced by the more than 100 foreign trained medical professionals seeking re-entry into their professions in Manitoba (Client Funding History, 2000-01).

Proposed Initiatives/Recommendations

Two key areas for further action were highlighted:

- Establish national alliances;
- Continue to raise public awareness.

Although the project has not yet generated a final report, AFMGM will use the "Blue Sky" document as a base lobby for changes in the current accreditation and licensing procedures. They will begin the groundwork necessary to establish a national alliance of IMGs, and will also design and implement a communications strategy to raise awareness and gain support for their issues. AFMGM will also continue to serve as a support and information network for IMGs in Manitoba and to assist them in exam preparation and other aspects of the licensing procedures (Client Funding History, 2000-01).

Expected outcomes are an increase in the number of residency spaces for IMGs, improved coverage of IMG issues in the media, and the formation of a core group of IMGs which will become the basis of a national network.

Open Learning Agency – International Credential Evaluation Service (ICES):
Establishment of International Credential Evaluation Service (ICES) (3-page project evaluation available)

ICES provides educational evaluation services to clients who have successfully completed post-secondary studies outside Canada. ICES evaluation reports provide a comparison of those credentials to studies completed in Canada. (ICES Brochure)

Community Project (Pacific/Yukon) 1995-1996

Description
The development and implementation of ICES, including a comprehensive marketing, communications and outreach plan, and training of document evaluators in accepted methods for international credential assessment and use of ICES database. The project was designed to serve immigrants and other individuals who have completed studies outside of British Columbia and who require recognition of their credentials in order to secure employment in non-regulated professions or for academic admissions.

Activities
- Application/information materials distributed to over 3,500 individuals and organizations;
- Presentations to over 30 groups of individuals and organizations;
- Development of communications/outreach plan;
- Training of credential evaluators including professional development workshops with the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association of Foreign Student Advisors (NAFSA).

Key Issues/Findings
- Financial costs related to start-up impeded some aspects of original project deliverables; (e.g., electronic document scanning system could not be implemented immediately);
- Need to have materials translated into different languages;
- Need to develop different types of materials for different audiences.

Proposed Initiatives/Recommendations
- Project has lead to an on-going partnership with the Immigrant Integration Agencies, which sit on the Advisory Board.

PEI Multicultural Council: *Advocacy to begin the process of establishing recognition of foreign qualifications for members of the multicultural community of Prince Edward Island.* (Preliminary summary available as project is still in progress)

Research Project (PEI) 2000-2001

Description
This project addresses some of the difficulties concerning the non-accreditation of professionals and trades people whose training took place outside of Canada.

Activities
Council activities have been in the area of community action and institutional development with three main objectives:

- To work with regulatory bodies to raise awareness of the problem and strategize in the development of an accreditation process;
- Disseminate information on trade and professional requirements in PEI; and
- Assist those who are foreign trained to find employment through public meetings.

Key Issues/Findings
Not identified in project material as it is still in progress, but will be added to this report at a later date.

Proposed Initiatives/Recommendations
Projected activities and expected results of this project include:

- At least 25 regulatory bodies to trades and professions in PEI will be more informed on the issue of accreditation and standardized testing to measure skills, training, education, and other credentials acquired outside of Canada and will work towards the development of corrective measures;
- Islanders who have trained elsewhere (not defined) will have access to current, specific information on requirements of regulatory bodies for licensing in particular trades and professions;
- Production and dissemination of a resource guide on regulatory bodies in PEI;
- Address issues of foreign accreditation with regulatory bodies and professional associations to develop strategies for remedies. (The provincial government has also demonstrated an interest in this area and in the area of employment equity.)

Alberta Northwest Territories Network of Immigrant Women (AB/NWT-NIW): *Bridging Community & the Accreditation System in the Removal of Barriers to the Recognition of Foreign Qualification: Focus Groups with Unlicenced Medical Graduates (IMGs) in Alberta November/December 2000.* (Phase II)

Research Project (Alberta) 2000

Description
The second phase of this project explored the experiences of International Medical Graduates (IMGs) to consider priorities for solutions, identify stakeholders, roles, and responsibilities, identify personal and institutional barriers, and suggest actions to address particular issues. Countries of origin included Columbia, Egypt, India, Israel, Lebanon, Spain, Nicaragua, Nigeria, Pakistan, Philippines, Russia, Sudan, Ukraine, and Yugoslavia. Twenty-two participants from Calgary and Edmonton had resided in Canada from 6 months to 22 years. All had arrived as immigrants or refugees. Many had trained as general practitioners in their countries of origin, others had specialist training and experience in fields such as Child Psychiatry, Ophthalmology, Nuclear Medicine, Pediatrics, Neurology, Gynecology, Obstetrics, Cardio-thoracic Surgery, Medical Genetics. ("Bridging Community" 2000, 10)

Activities
As a follow-up to the report of Dr. Andrew Cave, *Unlicensed International Medical Graduates (IMGs) Survey 2000*, focus groups were held in Calgary (29 Nov, 2000) and Edmonton (16 Dec, 2000) and included participants from the earlier survey identified by the Alberta Network of Immigrant Women ("Bridging Community," 10). AB/NWT-NIW contributed expertise in professional qualification issues, drafted survey questions, and acted as a network in recruiting and targeting participants.

Key Issues/Findings
The following are noted as current issues:

- No coordinated effort among major stakeholders to address issues related to licensing Immigrant Medical Graduates, so burden remains with IMGs themselves;
- Lack of residency positions for individuals who have succeeded in making their way through the maze of requirements for becoming licensed medical practitioners in Canada.

The Report identifies many barriers experienced by IMGs to becoming licensed, including: Lack of Canadian experience and no opportunity to gain Canadian experience without residency training;

- Perceptions of unfairness in assigning residencies based on an unofficial "points system";
- Financial costs of examinations;
- Over-qualification based on foreign work experience leads to refusal for medical-related training or employment in Canada;
- Lack of transparency, perceived inconsistency and bureaucratic structures impede qualifying process;
- No adequate process for establishing or assessing knowledge or skills, and no specific feedback;
- Provincial residency requirements impede access to potential opportunities.

The Report also identifies economic and social benefits that licensing International Medical Graduates can bring to the College of Physicians and Surgeons, the Alberta Medical Association, universities, the government and the public. Potential benefits would be seen, for example, in gaining more experienced medical practitioners who require less training, who bring a diversity of cultural experience and knowledge to their practice, and may be more willing to work in rural areas and areas of need.

Proposed Initiatives/Recommendations

- Increase residency positions available in Alberta and set aside a number specifically for IMGs;
- A number of recommendations pertaining to training and licensing were proposed in the Report including provisional/temporary licensing to enable IMGs to practice in hospitals under supervision;
- Implement alternative methods of assessment (not necessarily examinations);
- Implement specialized ESL classes that focus on medical terminology;
- Designate the medical profession as a specific profession for immigration (it currently is not);
- IMGs need to network, make connections with stakeholders, and increase public awareness;
- Establish a working group or committee as part of the Physician Resource Planning Committee under the Alberta Medical Association which can focus on developing accountable, transparent licensing processes for IMGs in Alberta;
- Consult with major stakeholders—professional bodies, provincial and federal governments, universities, representative IMGs, *inter alia* and include them in the committee;
- Committee's focus should be in finding and implementing viable solutions within a specific timeframe (see pages 13, 19-20).

Zong, Li, Department of Sociology, University of Saskatchewan: *Barriers to Equality: Credential Devaluation of Foreign-Trained Chinese Professionals*

Research Project (NCR) 2000

Description
This research integrates survey data collected in Vancouver, Ottawa and Toronto between 1997 and 1998 and a literature review to consider *structural* and *individual* barriers that affect foreign-trained Chinese professionals in securing equivalent employment in Canada.

Activities
The author conducted a literature review as well as a survey of 722 respondents who identified as foreign-trained Chinese professional immigrants originally from mainland China, whose professional training included medicine, engineering, and teaching. Eighty percent had worked as professionals in China before immigrating to Canada. Only thirty-one percent had worked as professionals in Canada. While seven percent of respondents became proprietors, managers, supervisors, and administrators in Canada, thirty-nine percent indicated a lower social status in non-professional jobs, and nineteen percent never worked in this country (Zong 2000, 9-10).

Key Issues/Findings
- individual and institutional barriers contribute to occupational disadvantages in the Canadian labour force for immigrants with professional qualifications trained outside Canada (Zong 2000, 1);
- non-recognition or devaluation of foreign credentials was the most important factor contributing to inaccessibility to professional occupations and downward mobility, according to most survey respondents. Fifty-eight of the 722 respondents had experienced difficulties in having their foreign credentials recognized in Canada (10);
- fairness in evaluation must be apparent. "31-39% of respondents thought that foreign work experience is not fairly recognized by provincial government agencies, professional organizations, and educational institutions. More than 40% of the respondents did not believe that "the foreign work experience of foreign trained professionals is compared to Canadian standards fairly" (11);
- perceived discrimination based on skin colour, national or ethnic origin, and ability to speak English is an issue. Forty-two percent of respondents considered these to be factors that influenced the evaluation of their credentials and recognition of their experience (12).

Individual barriers experienced by foreign-trained professional immigrants include:
- inability to meet occupational entry requirements;
- lack of Canadian experience;
- linguistic barriers stemming from inadequate command of English (1, 6).

According to Zong, individual barriers must be linked to social conditions as well as structural/institutional factors pertaining to policies, criterion, and evaluation procedures contribute to occupational disadvantages for foreign-trained professionals. Failure to do so "tends to blame immigrant professionals themselves for failing to acquire professional jobs in Canada" (6). It can also result "in Chinese professional immigrants taking jobs for which they are over-trained, resulting in downward occupational mobility relative to the occupations held before they immigrated to Canada" (1).

Zong refers to structural barriers as including:

- problems in transferring educational equivalencies and work experience across national boundaries (6);
- inappropriate or inadequate mechanisms used to evaluate foreign credentials. "Notably, there is not a single body that assesses educational equivalency at the national level although there are six formal credential assessment services in four provinces (Quebec, Ontario, Alberta and B.C.)" (5). Such assessments are not binding on licensing or certifying bodies, however (15);
- lack of consistency in evaluation policies and practices of regulatory bodies (15-16).

Where structural barriers exist in recognizing foreign credentials, for example in the control of entry to professions, Zong argues that the result has caused systemic exclusion and occupational disadvantages for foreign-trained professionals that may also have personal impacts upon individual health, family, or economic circumstances (4-6).

Proposed Initiatives/Recommendations

Zong identifies the necessity of further study to achieve a better understanding of the human capital resources brought to the Canadian labour force by foreign-trained professional immigrants. He argues that "[i]t is essential for federal [and] provincial governments, and professional organizations to understand how highly-educated foreign-trained professional immigrants establish themselves in the labour force and what systemic barriers they encounter" (16-17). He further advocates the development of policies to ensure the fair and appropriate evaluation of foreign professional credentials (17).

APPENDIX A:
COMMUNITY-BASED AND RESEARCH PROJECTS FUNDED BY THE MULTICULTURALISM PROGRAM SINCE 1990[10]

Community Projects

Ottawa/NCR

National Organization of Immigrant and Visible Minority Women

1. 1999-2001 ***Recognition and Accreditation of Foreign Qualifications – Finding a Solution***: a project examining accreditation of the nursing, teaching and social work professions via provincial roundtables, culminating in a national roundtable.

2. 1998-1999 ***Recognition and Accreditation of Foreign Qualifications: Case Studies of the Nursing, Teaching and Social Work Professions***: Multi-activity project examining accreditation of the nursing, teaching and social work professions via nine provincial roundtables, culminating in a national roundtable to bring together federal and provincial stakeholders to identify and discuss strategies.

3. 1997-1998 ***Finding A Solution***: National roundtable to bring primary stakeholders and immigrant women together to discuss issues of accreditation of foreign credentials and to design strategies to promote a more effective process in assessing nursing, teaching and social work professions.

4. 1996-1997 Planned Activities:
   - Create a community development resource manual to ensure equality for immigrant and visible minority girl children;
   - Hold Tenth Anniversary and Biennial General Conference;
   - Start Phase 2 of foreign credentials and accreditation project.

5. 1996 ***A Survey of Immigrant and Visible Minority Women on the Issue of Recognition of Foreign Credentials***: National survey of immigrant and visible minority women which assesses how the issue of accreditation of foreign credentials has affected their lives.

6. 1995-1996 Planned activities:
   - Develop provincial networks of young immigrant women;
   - Initiate a research project on poverty profile and visible minority women in Canada and organize leadership development for the Board.

7. 1994-1995 Planned activities:
   - To continue working on survey of immigrant women and the accreditation process;
   - Hold conference for young/immigrant/visible minority women;

[10] It should be noted that Multiculturalism Program guidelines were amended in 1997 and that projects were approved according to the guidelines in place at the time they were submitted. In addition, project files are not normally retained for more than seven years; those completed in the early part of the 1990's were generally not accessible.

- Fund-raising training for the Board.

8. 1993-1994 Planned Activities:
   - Examine all issues of young immigrant and visible minority women with a view to formulate strategies to facilitate networking and linking with this segment of the population.

9. 1992-1993 Planned Activities:
   - Hold Third Biennial National Conference where participants will have an opportunity to discuss issues of concern to immigrant and visible minority women.

10. 1992-1993 Planned Activities:
    - To increase the group's visibility and address the issue of employment equity in the private and public sectors.

British Columbia

Open Learning Agency

1. 1996 ***International Credential Evaluation Service (ICES)***: develop outreach and communications plan and provide evaluator training for the establishment of ICES.

Alberta

Indo Canadian Women's Association

1. 1999-2000 ***Influencing Institutional Change - an institutional development project with foreign qualified physicians and local health agencies***. From 1999 to August 2000 the project encompassed all professional clients, mainly physicians, engineers, IT professionals and some scientists and pharmacists. Since 2000, the project has focused on physicians only who obtained their training and experience outside Canada.

Manitoba

Association of Foreign Medical Graduates

1. 1999-2000 (untitled) a project to document the social, economic costs which are a result of the struggle of foreign-trained medical professionals seeking re-entry into their professions in Manitoba.

2. 1995-1996 (untitled) a project to address training needs of foreign-trained doctors by providing a comprehensive exam preparation program and coordination of observation opportunities with licensed Canadian practitioners.

Ontario

Skills for Change

1. 2001 ***Making A Change Together – A Resource Handbook for Promoting Access to Professions and Trades for Foreign-Trained People in Ontario***. A resource/ information tool for foreign-trained individuals that addresses strategies in accessing professions and trades.

Research Projects

Alberta

Alberta Northwest Territories Network of Immigrant Women

1. 1998-2001 ***Bridging Community & the Accreditation System in the Recognition of Foreign Qualifications– Phase II***: project to develop a baseline profile of foreign trained doctors in Alberta as well as the barriers they face, through focus groups, work on removal of personal and systemic barriers; and engage stakeholders to address the issue of systemic barriers.

2. 2000 ***Unlicenced International Medical Graduates (IMGs) Survey 2000***: study to describe the numbers and characteristics of unlicenced foreign-graduate physicians in Alberta to provide information on that group's preparedness for licensure and practice in Alberta.

Prairies and Northern Regional Office

International Professional Association

1. 1994-1995 ***Linkages - Accreditation and Business Phase II***: a series of networking activities and workshops to promote the active involvement of immigrant professionals in the review and revision of the process of recognizing foreign credentials.

2. 1992-1993 ***Partnerships in Accreditation Phase I***: a series of workshops and organizational development activities to involve immigrant professionals in the review and revision of the accreditation process.

3. 1991-1992 ***Partnerships in Accreditation***: l`organisation d`une conférence sur le système d`accréditation et de certification au Manitoba et développement d`un réseau de partenaires impliqués dans ce dossier.

Ontario

JobStart and Skills for Change (partnership for this project in 2000)

1. 2000-2001 ***Access for Foreign Trained IT Professionals: An Exploration of Systemic Barriers to Employment***: project examines barriers to employment in the Information Technology (IT) sector faced by skilled IT professionals. The project also seeks to develop workable solutions focusing on advocacy and education to improve policies and procedures in the labour market and business practices related to screening and selection, and in newcomer employment preparation and sector information.

Skills for Change

1. 1999-2000 ***Access for Foreign Trained Professionals: An Exploration of Systemic Barriers to Employment***: project documents systemic barriers to equitable access to available IT positions with the goals of reinforcing efforts for policy development, community development and individual empowerment in finding work.

2. 1997-1998 ***Dignity and Opportunity: Assessing the Economic Contribution of Foreign-Trained Newcomers***: project to measure the impact of not recognizing or under-utilizing the credentials of foreign-trained immigrants. (Partnership with Centre for Research and Education in Human Services (see below)).

3. 1995-1996 ***The Access Project for Foreign Trained Professionals and Tradespeople***: project to develop a cohesive approach to facilitating access to the trades and professions for foreign trained individuals.

Centre for Research and Education in Human Services

1. 2001 ***Evaluation of the Ontario Network for Access to Professions and Trades (ONAPT)***: project to document and assess the effectiveness of ONAPT strategies in enhancing access to employment and licensing for foreign-trained professionals and tradespeople.

2. 1997-1998 ***Dignity and Opportunity Assessing the Economic Contributing of Foreign Trained Newcomers*** (London): research project to develop indicators of economic benefits and losses when foreign trained immigrants are employed or unemployed.

National Council of Canadian Filipino Associations, Greater Toronto Region

1. 1993-1994 ***Working Together Toward Accreditation and Employment Equity***. advocacy on behalf of Filipino-Canadian and other foreign trained professionals; information workshops, forums, conferences of immigrant professionals; consultations and professional associations; publication of guides for immigrant professionals.

National Capital Region

Zong, Li

1. 1997-1998 ***Barriers to Equality: Credential Devaluation of Foreign Trained Chinese Professionals***: studies potential and actual economic and human implications resulting from non-recognition of foreign credentials.

Canadian Guidance and Counseling Foundation

1. 1995-1996 ***Review of Credential Assessment Services in Canada***: project to produce a directory of existing credentials assessment agencies across Canada and prepare a situational analysis on credential assessment in Canada.

2. 1991-1992 ***Partnership in Accreditation***: a series of workshops and organizational development activities to involve immigrant professionals in the review and revision of the accreditation process.

Institute for Research on Public Policy

1. 1990-1992 ***Barriers to recognition of the Credentials of Immigrants in Canada: An Analysis Using Census Data***: an analysis of the impact of education obtained abroad on the income and occupational attainment of immigrants in Canada. The findings would be used to measure the impact of the lack of recognition of foreign credentials.

Nova Scotia

Multicultural Council of Halifax Dartmouth Metro Area

1. 1994-1995 ***Feasibility study on Development for Accreditation of International Academic Credentials***: An assessment of the extent of the problem faced by Canadians in getting accreditation of foreign credentials and work experience. Appropriate recommendations for follow-up in Nova Scotia would be made.

Prince Edward Island

PEI Multicultural Council

1. 2000-2001 ***Advocacy to begin the process of establishing recognition of foreign qualifications for members of the multicultural community of PEI***: Council will meet with regulatory bodies to gather and share information on licensing for trades and professions, in order to develop a comprehensive resource guide on accreditation and recognition of foreign-acquired credentials for distribution.